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PROFESSOR'S TEACHING TECHNIQUES OF THE MEDICAL STOMATOLOGIST DEGREE FROM THE STOMATOLOGY FACULTY OF UASLP

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ABSTRACT

It is very important to identify the learning styles of the students of the Licentiate of Stomatologists degree of the Faculty of Stomatology of the UASLP, so that the teachers are trained and updated on the different teaching styles and techniques, in order to improve the Skills and competences that improve the results and academic performance of students, and with this to avoid that student is at a disadvantage because the teacher's technique does not conform to the student's style of learning. It was identified that the teaching method of the teachers has a clear tendency on the visual style, followed by the auditory style, and in the end the kinesthetic style.

KEYWORDS: Learning-teaching theories, Learning theories, Thinking and behavior, Visual technique, Kinesthetic technique, Auditory technique.

INTRODUCTION:
Learning is considered as an important issue in a society, because you learn to learn, meaning that, each person learns throughout life how to understand and set things or knowledge and it is one of the survival skills of society. Therefore the preparation of students focuses on developing skills and competences so when they graduate they have the appropriate profile in their professional activity. For this reason, it is necessary to improve and strengthen the pedagogical techniques of the teachers at the Autonomous University of San Luis Potosi (UASLP), Mexico, to benefit the students.

In the dichotomy teaching-learning, where the protagonists are the teachers; the students have difficulties due to the lack of adaptation of the teaching styles that are used by the teachers without taking into account the learning styles of the students.[(1)]

It is important to point out that the theories about learning styles have as their starting point the individual differences of the students related in how they catch or learn things, in a visual, auditory or kinesthetic way.

Hilgard, conceptualizes the concept of learning as: "The process by which an activity originates or changes through a reaction to a found situation, provided that the characteristics of the change can not be explained on the basis of the innate tendencies of response".[(2)]

Learning concept:
The process by which an activity originates or is changed through the reaction to a found situation.

Learning as a theoretical construct or how is learned (learning theories). It is an action developed in two levels: behavior and thought. It is a process in which professor and pupils are involved actively and consciously.[(2)]

The fundamental questions that educational didactic must face are:

- Learning as a theoretical construct, or as one learns (theories of learning).

It is an action that is developed in two levels: behavior and thinking. It is a process in which both teacher and student participate actively, and consciously.

- Learning as a student's task or as students learn. [(3)]

The cognitive model brings three important changes in the conception of the teaching-learning process. Stop seeing the student as a passive person who records the stimuli that the teacher represents, learning is seen as an active process.

The results of the teaching - learning process depend on the information of the teacher and the process that the student follows to process that information.

There are two activities that predetermine the learning process, the teaching strategies and the learning styles:

- Learning as a professor's task. (How they teach to learn).
- Professors go from being "the one who teaches" to being "the one who facilitates learning" [(4)]

The influence of the professor in the optimization of the pupils' learning is produced by two main paths: TECHNICAL PATH: it expresses a mechanism of incidence through the use of techniques to the pupils. RELATIONAL PATH: the effects of professors on pupils learning have a strong individual sense. Referring to the role of the professor in learning, He concludes that "the professor's task is to make the school and the relationship with students a learning situation by controlling the process"[(3)]

Learning theories:
A didactic way of dividing the learning and the knowledge studies syllabus is highlighting the behaviorist and cognitive theories.

Behaviorist theories:
Connectionism theories: It refers to objectively observable behaviors by eliminating other types of mental activities. Behaviorists define learning as the acquisition of a new behavior associated this learning to the stimulus-response scheme.

Cognitive theories:
Theories of Learning by Restructuring: focus on the development of thinking and reasoning as the key to understanding the improvement of people. An essential feature of most cognitive theories is that they postulate the discontinuous change in behavior by the effect of an active internal process usually called intuition or comprehension[(5)]

Theories of information processing:
These theories try to apply the conclusions of information contemporary theories of, based on research related to information technology apply on the learning process. This theory holds that learning emerges from and the interaction of the environment, the previous experience and the teacher knowledge. [(6)]

Neurophysiologic Theories:
They focus on the style of the cerebral hemispheres with fascinating research done by some authors as Torrance, Hobb, O'Boyle, Sperry, Hubel, Wisel, Alonso and others just to name some. They considered the importance of the differentiation of the cerebral hemispheres to make diagnosis.

Constructivism:
Theories of learning by restructuring: Piaget marks the beginning of a constructivist conception of learning which is understood as a process of internal, active and individual construction. It is a theory where knowledge construction stands out. According to this theory knowledge is always an interaction

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between new information that is presented and what we students already knew. Therefore learning is constructing models to interpret the information we receive. This theory is based on the premise that each person builds his or her own perspective of the world surrounding through their own experiences and developed mental schemes.[5]

Characteristics of the types of learning:
The term learning style refers to the methods and strategies used by someone to learn something. It is evident that no one learns the same way or at the same speed, that's why, in a group that receives the same instructions and explanations we find great differences in knowledge, even though they start from the same level.

Therefore, how students select, represent and recall information in their memory, is divided in three big styles: 1. Visual style; is when abstract images (letters and numbers) are remembered. 2. Auditory style; when one remembers in one's mind voices, sounds, music, or a conversation. 3. Kinesthetic style; when remembering is something physical or sensations.

According to their BEHAVIOUR: The visual student; is organized, observant and calm, cares about his appearance and does not conceal the emotions with gestures of his face.

The auditory student: talks alone and is distracted, but he or she is not concerned about his or her appearance and are expressive of his or her emotions verbally.

The kinesthetic student: Responds to all physical signs of affection. They like to touch everything, tend to have a low tone of voice and express their emotions with movements.

According to their LEARNING: The visual student: learns what he or she sees, he or she needs a detailed view of things, and has difficulty remembering what he or she hears. The auditory student learns what he or she hears by repeating him or herself step by step the whole process if he or she forgets a single step he or she gets lost and does not have an overall view of things. The kinesthetic student; learns by playing and doing, needs to be involved in activities.

According to the CAPACITY TO STORE INFORMATION: The visual student does it fast and in any order. The auditory learner does it sequentially and by blocks so he or she gets lost if he or she is questioned by isolated or cluttered things. The kinesthetic student does it through muscle memory.

According to the DISTRACTION CAPACITY: The visual student is distracted by visual movements and visual disorders, but the noise does not distract him or her. The auditory learner is distracted when there is noise. The kinesthetic student distracts to the explanations that are too auditory or visual and does not engage him or her in any activity. [7]

Objective:
To identify teaching styles of the professors from the Medical Stomatology degree at the Stomatology Faculty at the UASLP.

The Introduction presents the purpose of the studies and relationship to previous work in the field. It is not required to incorporate an extensive review of the literature. Use only recent references and provide the most salient information to allow the readers to understand and evaluate the purpose and results of the present study.

MATERIALS AND METHODS:
This research is descriptive and cross-sectional quantitative. The population of the study were the students of 3rd semester of the Medical Stomatologists degree at The Stomatology Faculty at the UASLP. The sample and population was 142 students of 3rd semester divided in 4 groups:

Group 1 with 41 students, group 2 with 39 students, group 3 with 30 students and group 4 with 32 students. The instrument (Table 1) was applied to the 142 students about the techniques, methods or styles used during the teaching practice of the professors who thought them in 1st year the subjects of Biochemistry, Embryology, Histology, Physiology, Human Anatomy and Dental Anatomy.

Table 1: Evaluation instrument.

Professors' teaching style survey from Medical Stomatologist degree			
Subject	**Professor**		
¿Does the teacher exposes only orally in his or her class?		Yes	No
¿ Does the teacher provide summaries for his or her class?		Yes	No
¿ Does the teacher provide summaries for his or her class?		Yes	No
¿ Does the teacher provide summaries for his or her class?		Yes	No
¿ Does the teacher relate theory and practice during class?		Yes	No
¿Does the teacher allow dialogue during the class?		Yes	No
¿Does the teacher encourage the students to ask questions?		Yes	No
¿Does the teacher allow any student to answer?		Yes	No
¿Does the teacher use the specific bibliography of the subject?		Yes	No
¿Does the teacher reads the bibliography during the class?		Yes	No
¿Does the teacher dictate during the class?		Yes	No
¿When teaching class, does the teacher expose it in movement?		Yes	No
¿Does the teacher use the board for class?		Yes	No
¿When teaching class, does the teacher use charts and images?		Yes	No
¿Does the teacher use the cannon, the overhead projector, a video or a microphone?		Yes	No
¿Does the teacher keep eye-contact with students?		Yes	No
¿Does the teacher makes facial gestures to reinforce the explanation?		Yes	No
¿Does the teacher make facial gestures of approval or disapproval?		Yes	No
¿Does the teacher use lassser pointer on slides?		Yes	No
¿Does the teacher uses slides with images?		Yes	No
¿When teaching class, does the teacher control the discourse?		Yes	No
¿When teaching class, does the teacher model the examples?		Yes	No
¿When teaching class, the teacher clarify the ideas orally?		Yes	No
¿Does the teacher assign tasks in models?		Yes	No
¿Does the teacher ask students to ask each other?		Yes	No
¿Does the teacher allow students to brainstorm?		Yes	No
¿When teaching class, does the teacher move his hands while speaking?		Yes	No
¿Does the teacher repeat explanations that are not clear?		Yes	No
¿Does the teacher give homework assignments?		Yes	No

Own source

RESULTS:
Once grouped affirmative answers, the teaching style of the teacher was identified based on the student's assessment; thus determining the predominant teaching style among the teachers who teach the subjects. (Tables, 2, 3, and Figure 1)

Table: 2 Results of the Style of teacher

Students		Biochemistry	Embriology -histology	Phisiology	Human anatomy	Dental anatomy
142	Visual	59.15 %	61.97 %	47.89 %	30.28 %	43.66 %
	Kinesthetic	20.42 %	26.76 %	14.79 %	33.10 %	33.80 %
	Auditory	20.42 %	11.27 %	37.32 %	36.62 %	22.54 %

Own source

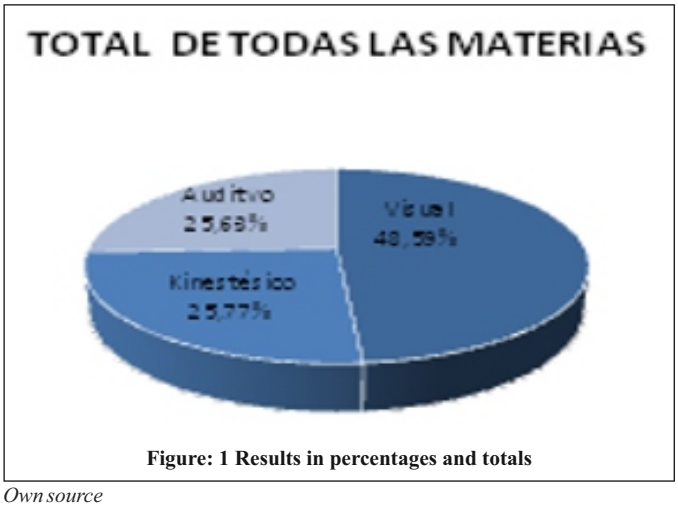


Figure: 1 Results in percentages and totals

Own source

Conclusions:
Students who learn with visual style are favored indirectly due to the teaching style of teachers.

Students who learn in a kinesthetic style have a slight disadvantage in terms of

achievement and performance and this is more evident in the one's that have an auditory style.

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